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attitude of mind. Only the most highly developed intelligence will carry us as freely as wholesome instinct. But used as suggestively as Miss Poulsson has intended, this book will prove to be a delightful inspiration to many fathers, will educate many others in ways that they would be chary of entering on undirected, and will give many little children happy hours of fun and frolic.

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*Merry Animal Tales.* By MADGE BIGHAM. Boston: Little, Brown & Co., 1908.

*Stories to Tell to Children.* By SARA CONE BRYANT. New York: Houghton, Mifflin & Co., 1908.

These are two books of stories for children, collected and edited by Miss Bigham and Miss Bryant; and both the compilers have included advice and suggestions for the teacher, though in Miss Bigham's book it consists only of a few pages of explanatory notes.

The *Merry Animal Tales* have a good deal of spontaneity and the action and interest do not drag, but there is a doubtful wisdom in taking away an old friend's individuality of appearance, however attractive the new dress may be, and these tales are our old friends, the well-worn fables—thirty-seven of them, adapted from La Fontaine and put into prose in the form of a series of stories in which continuity is preserved by introducing the several incidents into the lives of a family of rats.

The fables are enlarged, the terse, pithy sentences which find their way into the memory become long conversations, and the whole has a somewhat artificial setting. The teacher is advised to use seat work of a rather mechanical kind to illustrate these stories in a way in which their value as literature would be still more lost. It is true that these suggestions might give a new impulse to the teacher in the rural districts that are mentioned, but possibly this impulse might be aroused in a more valuable way.

The stories to tell to children collected by Miss Bryant will be found useful by many teachers and her suggestions about telling stories are even better than the stories themselves. Miss Bryant's point of view is very sound and her criticisms are direct and helpful. The stories are collected from many sources and are often new and interesting. The story of Epaminondas has already become popular, and several of the others bid fair to follow suit. The serious criticism to be passed on both these books is that the style is not finished and the construction is often weak. The English in many instances is crude and unsatisfactory, "I guess," "Hurry up," "Right here," and so forth, being common expressions, and there is a certain affectation of the child's talk in one or two of Miss Bryant's which endangers their sincerity. The books of stories for children are improving each year. But it is earnestly to be hoped that our clever collectors and editors, of whom there are so many now-a-days, will in time study English composition and literature more thoroughly and develop that fine taste which alone can give us the best editions of books for children.

ALICE O'GRADY